

Art Education: Research Trends and Issues

Pratt Institute | Spring 2015

ART: Artist-teacher-researcher

- What are some of the crucial issues and challenges facing contemporary art ed?
- What does it mean to ask essential questions?
- What does research in the arts ed field look and feel like?
- How can we apply what we learn from research to our own practice as artist-teachers?

Becoming Curious Practitioners

Context

- History, place, culture people

Making Connections

- seeing relationships, patterns, trends, anomalies

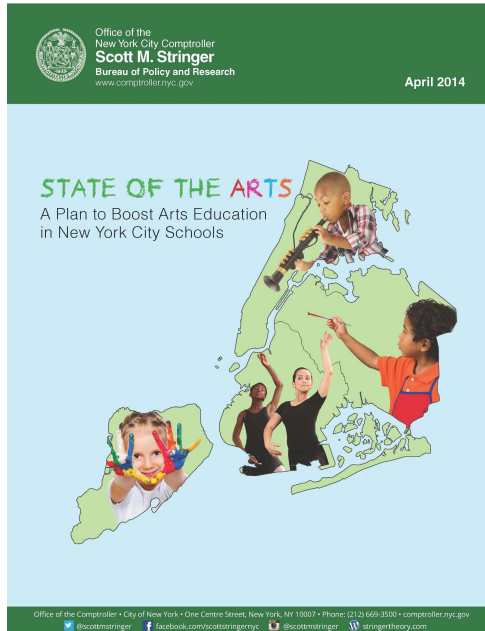
Embracing ambiguity

- generating more questions, research as an ongoing kind of curiosity

Recent Histories - Art Ed in NYC

- 1970s: Budget crisis results in teacher layoffs and decline in arts citywide (15,000 teachers)
- 1990s: The Annenbergs create Center for Arts Education - investing \$ in NYC Art Ed
 - Lincoln Center Institute & Getty Foundation
- Shift toward Discipline-Based Art Education - shift away from 'creative expressionism'

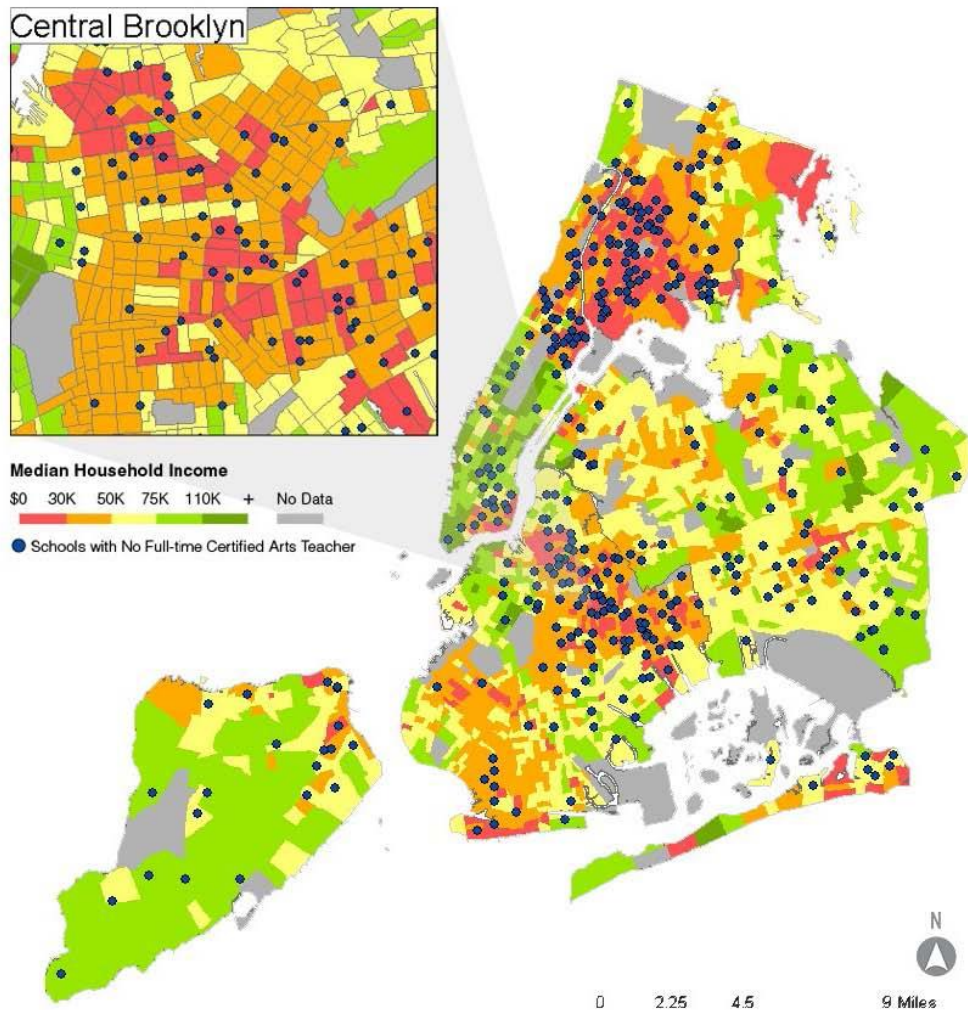
The State of Art Education in NYC



- 47 percent decline in spending to hire arts and cultural organizations
- 419 schools in New York City (28 percent) lack even one full-time, certified arts teacher
- 306 schools (20 percent) have neither a full- nor a part-time certified arts teacher
- 16 percent of schools have no arts or cultural partnerships and 10 percent of schools have no dedicated arts room.

Map 1: New York City
Schools with no Full-time
Certified Arts Teacher

**1 in 4 high schools and
middle schools lack a full-
time certified arts teacher**

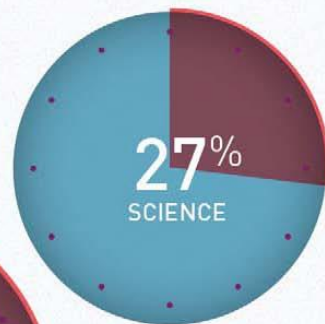
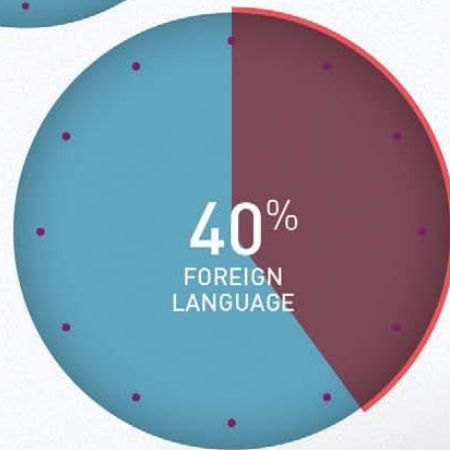
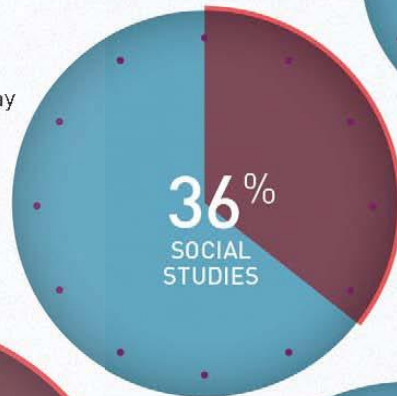
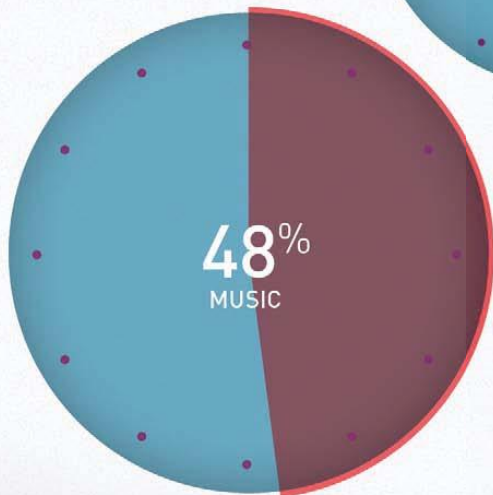
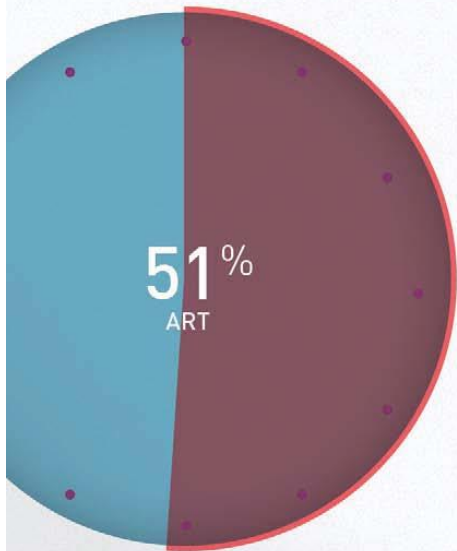


Recent Research in Art Education

Less Time in the Classroom

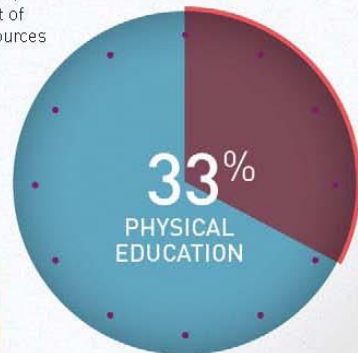
A national survey, *Learning Less*,⁸ asked 3rd-to-12th grade public school teachers to provide detailed reporting on what they see happening in their classrooms and schools. How are they spending class time? How does state testing affect what they do? Which subjects get more attention and which get less?

According to most teachers, schools are narrowing curriculum, shifting instructional time and resources toward math and language arts and away from subjects such as art, music, foreign language, and social studies.



Percentage of teachers responding "less,"

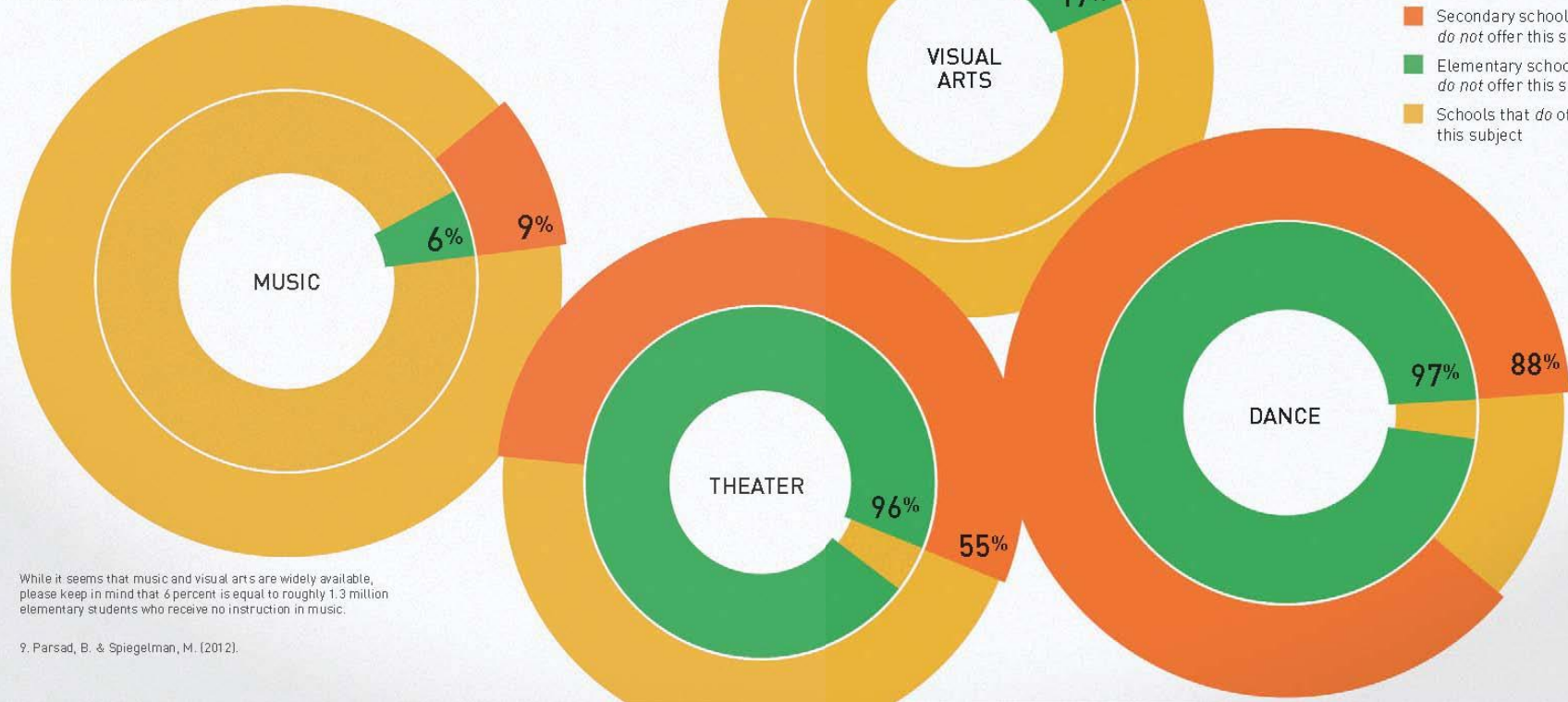
when asked if said subject has been getting more, less, or about the same amount of instructional time and resources over the past 10 years.



66% of public school teachers say that other subjects such as **art, science, and social studies** get crowded out by extra attention being paid to math or language arts.

Fewer Opportunities Nationwide

*Arts Education in Public Elementary and Secondary Schools*⁹ by the U.S. Department of Education looked at the availability of music, visual arts, drama, and dance in elementary and secondary schools, and the results were bleak. Despite the arts being designated a “core academic subject” in the federal legislation No Child Left Behind, this survey demonstrates that access to arts education remains elusive to a tremendous number of students across the nation.



97% of elementary schools nationwide **don't offer dance** and 96% **don't offer theater**.

While it seems that music and visual arts are widely available, please keep in mind that 6 percent is equal to roughly 1.3 million elementary students who receive no instruction in music.

Different Access across Communities

One of the most disheartening statistics is the decline of arts education in underserved populations, where African-American and Hispanic students have significantly less access to arts education than their White peers.



The National Endowment for the Arts (NEA) periodically administers a Survey of Public Participation in the Arts (SPPA). The results of the 2008 SPPA showed such a dramatic decrease in arts attendance that the NEA commissioned a report by Nick Rabkin and E.C. Hedberg to determine if a correlation between the decline in arts education today will affect the decline in future arts participation.

This graph, taken from *Arts Education in America*,¹⁰ shows that access to arts education for African-Americans and Hispanics is significantly lower than for their White peers and has been steadily declining for three decades.

Even though research proves the arts are a good investment for low socioeconomic status students—boosting academic performance and college attendance and decreasing dropout rates—schools are not utilizing the arts as a tool to reach their neediest students. Those who could use the academic benefits of arts education the most are receiving it the least.

Percentage of 18- to 24-Year-Olds Who Received Arts Education in Childhood

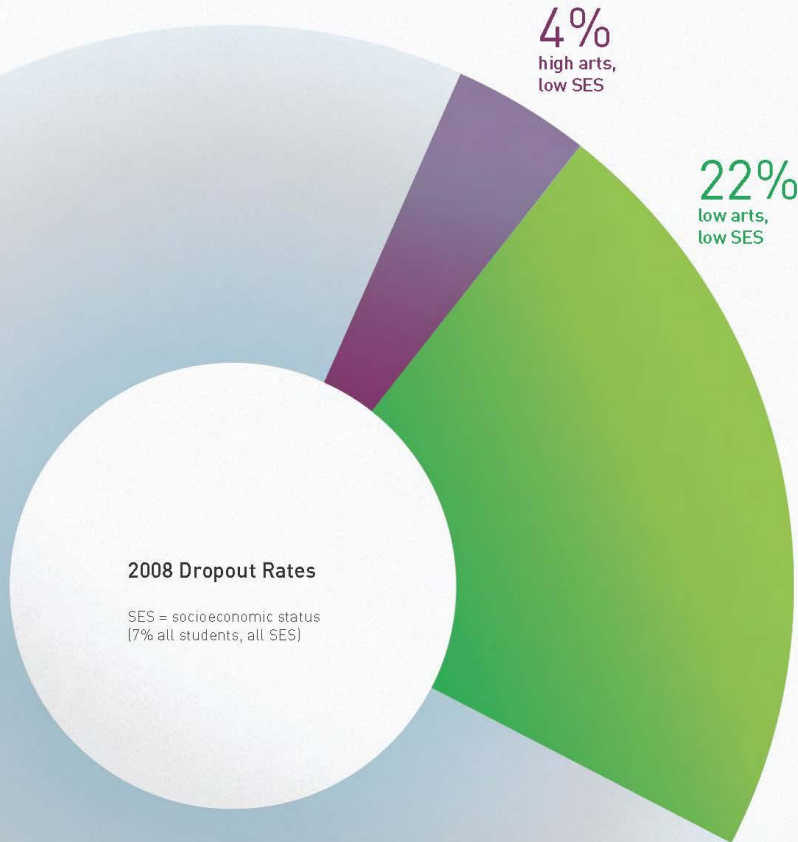


10. Rabkin, N., & Hedberg, E.C. (2011).

In 2008, African-American and Hispanic students had **less than half** of the **access** to arts education than their White peers.

Stay in School

Students excited by school stay in school. Students who participate in the arts, both in school and after school, demonstrate improved academic performance and **lower dropout rates**.



In the late 1990s, James Catterall analyzed data from the National Educational Longitudinal Survey, a study of 25,000 secondary school students over four years. He found significant connections between high involvement in arts learning and general academic success, including lower dropout rates.

In 2012, the National Endowment for the Arts commissioned Catterall to analyze three additional data sets to compare with his findings from his initial work with the National Educational Longitudinal Survey. The results, published in *The Arts and Achievement in At-Risk Youth*,¹ corroborated his initial findings of a link between high arts involvement and academic success.

Catterall's initial research was part of a publication called *Champions of Change*,² a collection of seven studies on the effects of arts learning. The other studies in this publication found many positive benefits of arts education that can help explain the lower dropout rate:

- » The arts reach students who might otherwise slip through the cracks.
- » The arts reach students with different learning styles.
- » The arts create a feeling of connection and cooperation between students.
- » The arts create schools that are exciting places for learning and discovery.

These positive effects of arts education helped students stay excited about school—keeping them hooked through graduation.

1. Catterall, J.S., Dumais, S.A. & Hampden-Thompson, G. (2012).

2. Fiske, E. (Ed.) (1999).

Students with high arts participation and low socioeconomic status

have a **4%** dropout rate—**5x** lower

than their low socioeconomic status peers.

Succeed in School

Students with an education rich in the arts have historically earned higher grade point averages and scored higher on the SAT than students without arts education. The more years of arts students take, the higher their SAT scores on average. These gains hold true regardless of socioeconomic status, which means that where at-risk students are getting arts education, it is helping to close the achievement gap.

Two additional reports also suggest the link between academic success and arts education:

The report *Critical Links*⁴ contains 62 academic research studies that, taken together, demonstrate that arts education helps close the achievement gap, improves academic skills essential for reading and language development, and advances students' motivation to learn.

The report *Living the Arts through Language + Learning*⁵ showed that young people with high arts involvement were:

4 times

more likely to be recognized for academic achievement

4 times

more likely to participate in a math and science fair

3 times

more likely to win an award for school attendance

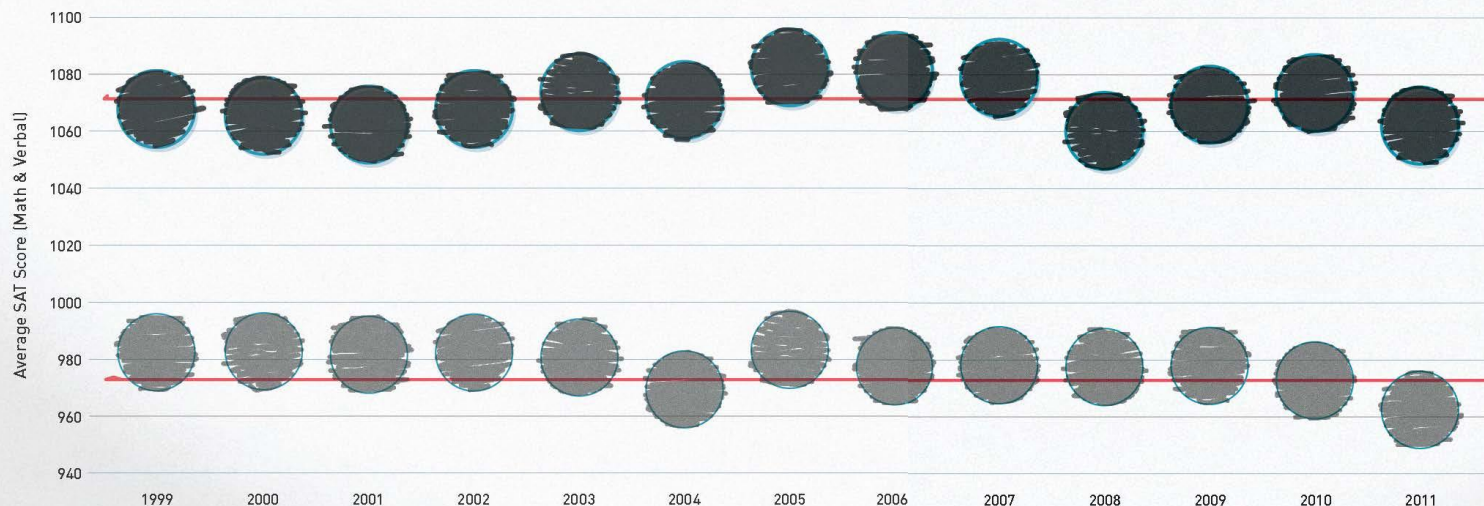
3 times

more likely to be elected to class office

Average SAT Scores Based on Years of Study in Art and Music

- Four years
- One-half year or less

from the report *College-Bound Seniors*³
Reflects the Critical Reading and Mathematics portions of the SAT only.



Students who take four years of arts and music classes average almost

100 points

better on their SAT scores than students who take only one-half year or less.

3. The College Board. (2011).

4. Deasy, R. (ed.) (2002).

5. Brice Heath, S. (1998).

Succeed in Life

Low-income students who are highly engaged in the arts are more likely than their peers with low arts involvement to have obtained gainful employment, completed college, and volunteered in their communities.

Comparison of High and Low Arts Involvement among Low Socioeconomic Status Students

■ High Arts Involvement
■ Low Arts Involvement

50%
vs
40%
obtained
gainful employment

44%
vs
27%
earned an
associate's degree

37%
vs
17%
earned a
bachelor's degree

37%
vs
20%
volunteered

In 2009, James Catterall wrote *Doing Well and Doing Good by Doing Art*,⁶ analyzing 10 additional years of data for the exact same cohort of students as his previous *Champions of Change* study. The students he studied in the late 1990s, now age 26, had continued success in academics and in life.

The study found significant advantages for “arts-engaged low socioeconomic status students” in college enrollment and types of employment, as well as strong correlations for volunteerism and voting.

Gainful employment for this group of students included better jobs with higher pay, more responsibility, more promotion opportunity, and more employee satisfaction.

Catterall concluded that the benefits to arts-engaged disadvantaged students are measurable and unparalleled. He stated, “In the annals of education research, it is hard to find average performance or outcome statistics reported for low socioeconomic status students that exceed such measures for the entire population.”

Low-income students who are highly engaged in the arts are **twice as likely** to **graduate college** as their peers with no arts education.

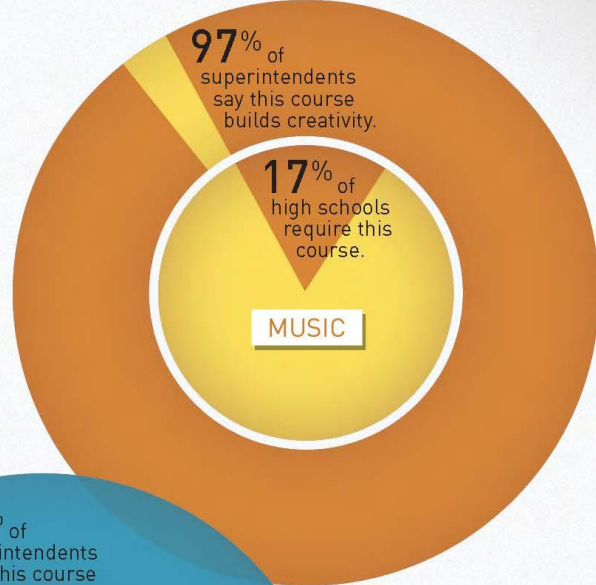
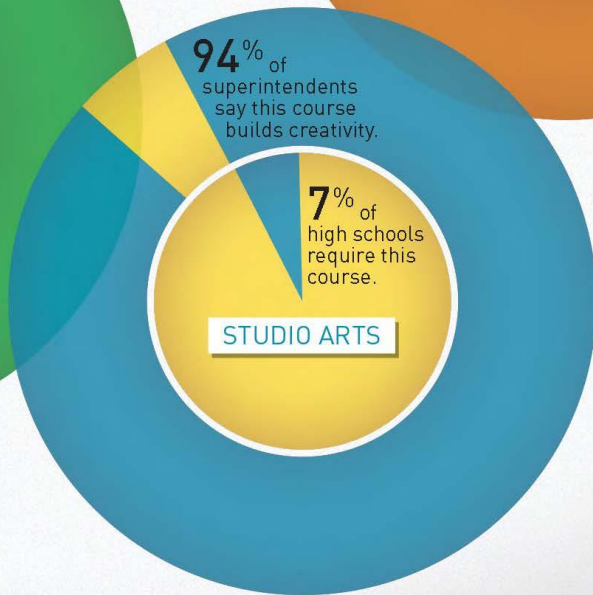
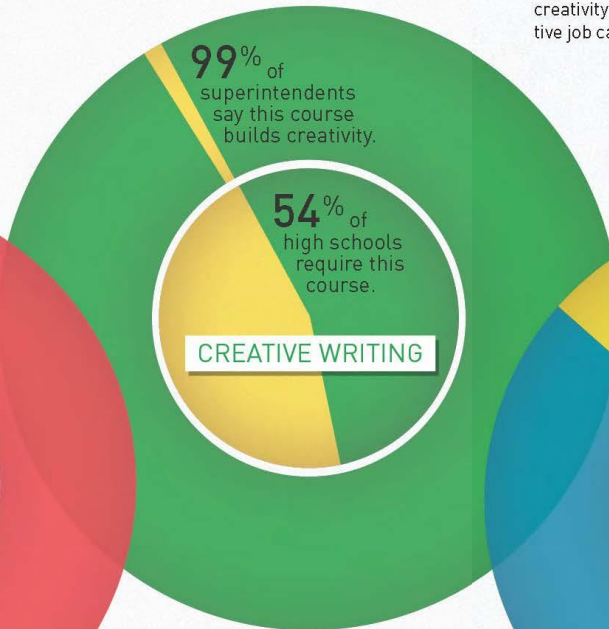
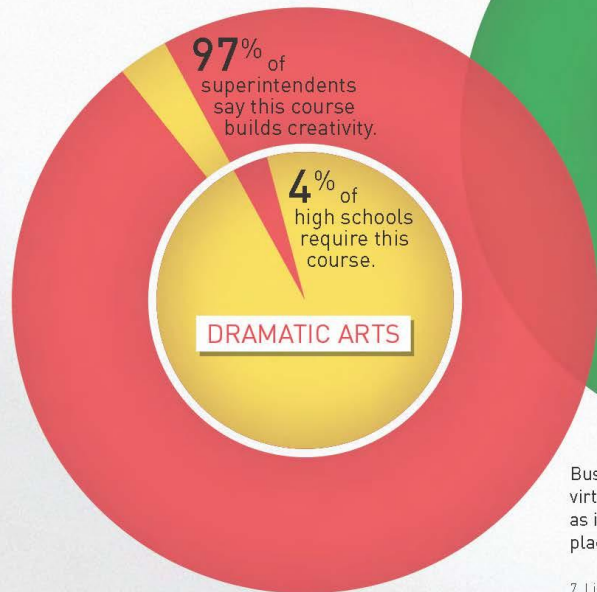
6. Catterall, J.S. [2009].

Succeed in Work

*Ready to Innovate*⁷ asked superintendents as well as business leaders how to ensure the children of today will be successful members of the workforce tomorrow. Seventy-two percent of business leaders said creativity was the number one skill they look for when hiring. Yet many of the courses that help develop the creative skills employers seek aren't required in high school.

While employers say creativity is of primary concern when they're hiring, 85 percent of these employers can't find the creative applicants they seek.

Employers (56 percent) and superintendents (79 percent) agree that a college degree in the arts is the most significant indicator of creativity in a prospective job candidate.



Business and school leaders are virtually unanimous in rating creativity as increasingly important in U.S. workplaces (97 and 99 percent, respectively).

72% of business leaders say that **creativity** is the number one skill they are seeking when hiring.

7. Lichtenberg, J., Woock, C., & Wright, M. [2008].

Contemporary Examples: Research Studies

Popular Research Areas

- Best Practices - Curriculum, Instruction etc.
- Student Achievement /Performance Links
- Working with Special Needs Populations
- Equity Gaps - race + class
- Civic Engagement & Social Awareness
- Teacher Assessment & Accountability

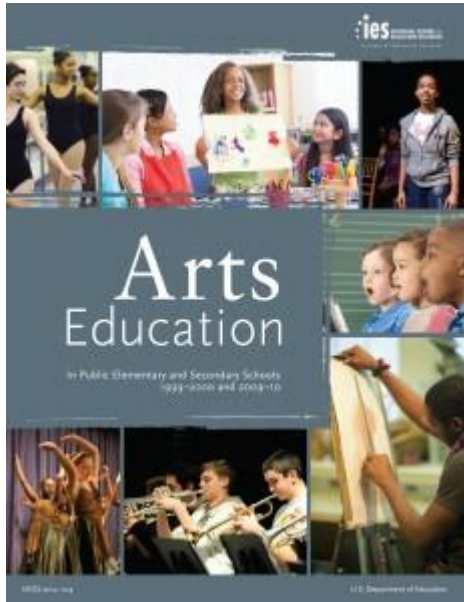
NAEA Research Needs Assessment

- **Student learning** - creativity and learning through studio art production - values and languages on student learning, effects of particular teaching practices
- **Teaching** - best practices, pedagogy, effective studio and discussion techniques, technology
- **Curriculum** - how to structure, thinking processes, development of creativity, inclusion of social justice/global contexts, policy connections
- **Instructional contexts** - are facilities adequate, community support, budget, planning time, administrative support

NAEA Research Needs Assessment

- **Teaching Preparation** - more field experience, certification reform, accreditation, standards, experience
- **Policy** - effective educational policy, NCLB, Race to the Top
- **Demographic Research** - understanding who is in the field, pay, experience, etc.
- **Visual and Material Culture** - postmodern approaches to art ed.
- **Arts Based Research** - documenting ways of knowing, means of cognition, c/critical thinking, literacy, creativity
- **Students with Special Needs** - how education is currently being taught, coursework and preparation for teachers, impact of art instruction

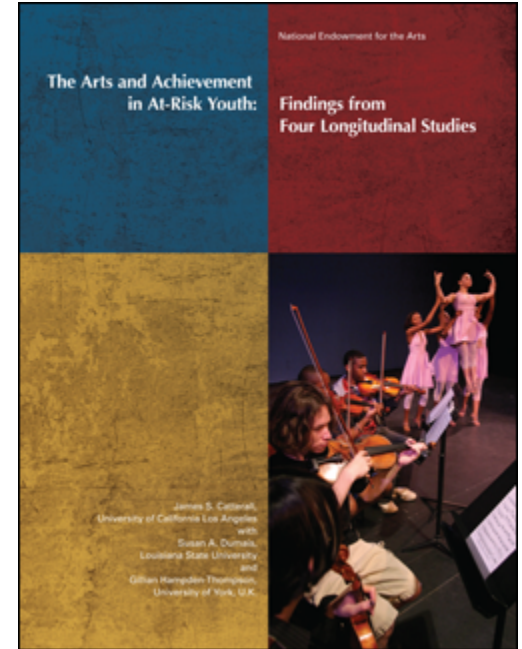
Arts Education in Public Elementary and Secondary Schools: 2009-10



- Theater/dance in elementary schools declined from 20 percent in 2000 to only 4 and 3 percent in the 2009-10 school year.
- 40 percent of secondary schools did not require art for graduation in the 2009-10 school year
- “Equity gap” for students in low-poverty schools continues to widen
- Nearly four million elementary school students do not get any visual arts instruction at school during their formative learning years.

Arts and Achievement in At-Risk Youth

- Socially/economically disadvantaged youth engaged in the arts show more positive outcomes
- At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to or exceed typical levels studied
- Most of the positive relationships between arts and academic outcomes apply to at-risk populations.
- Positive relationships between arts and civic engagement are noted in both high/low economic groups as well.



National Endowment for the Arts, 2012

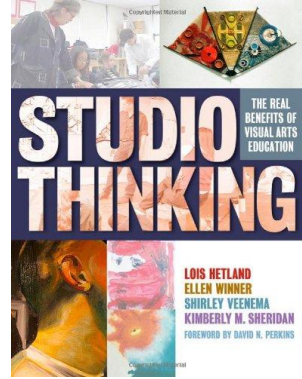
Project Zero @ Harvard

The Studio Thinking Project

How the arts are taught? What do students learn? What types of decisions do teachers make in designing and carrying out instruction?

- Phase I. Teaching and Learning in the Visual Arts
- Phase II. Learning and Assessment in the Visual Arts
- Phase III: Using the Studio Thinking Framework

http://www.pz.harvard.edu/project_zero_past_projects.php



NORC @ University of Chicago

Teaching Artist Study

Who are teaching artists?

Where do they work? Under what terms and conditions?

What sort of education have they had?

How are they hired and what qualifications do employers look for?

How much do they make?

How much experience do they have?

What drew them to the field? What pushes them out?

What are their goals?

<http://www.norc.org/Research/Projects/Pages/Teaching-Artists-Research-Project-TARP.aspx>



VSA & Kennedy Center

- Students with Disabilities and the Core Arts Standards
- Profiling exemplary programs, innovative practices, and models for partnerships
- Effective strategies to improve the quality of learning with special needs populations



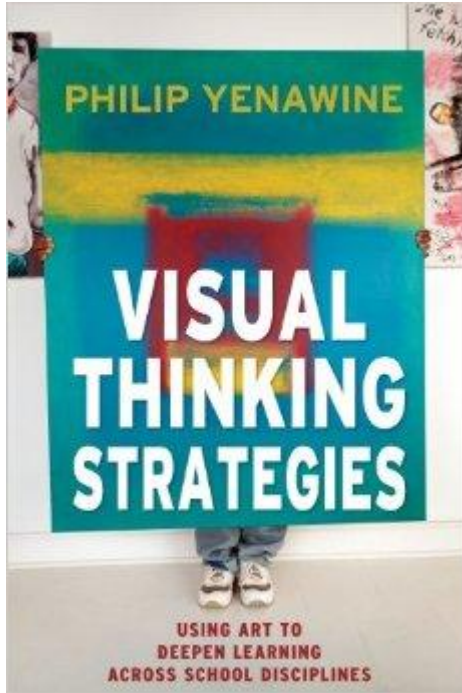
RedLab at Stanford

- Research within Education & Design disciplines
- Studying the impact of design thinking in education

<http://www.stanford.edu/group/redlab/cgi-bin/>



MoMA: Visual Thinking Strategies



- Access how viewers, both experienced and novice, think about visual images.
- Examine the effectiveness of VTS as an academic intervention.

<http://www.vtshome.org/research/research-studies>

Art Education Research Portals

Students

OUTCOMES OF ARTS EDUCATION
FOR STUDENTS

Educators

OUTCOMES OF ARTS EDUCATION
FOR EDUCATORS

School Day

OUTCOMES OF SCHOOL DAY
ARTS EDUCATION

Out-of-School

OUTCOMES OF OUT-OF-SCHOOL
ARTS EDUCATION

Research in this section examines the academic, cognitive, personal, social, and civic outcomes for students of arts education. This section includes studies of arts education programs that take place during school as well as those that take place out-of-school.

[RESEARCH
OVERVIEW](#)[RESEARCH BY AGE
LEVEL](#)[POLICY
IMPLICATIONS](#)[FIND STUDIES](#)

Preparing Students for the Next America



NEWS

AEP Announces ArtsEdSearch Review Panel

The newly appointed ArtsEdSearch Review Panel will grow ArtsEdSearch through rigorous and ongoing peer review of the evolving body of research on the benefits of arts education. Learn more about the Review Panel [here](#).

Friday, October 18, 2013

NAEA: Studies in Art Education



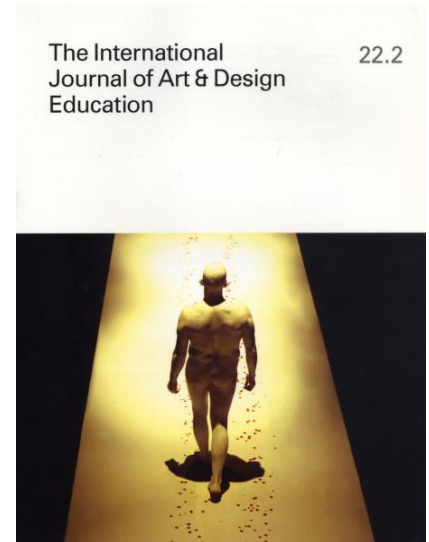
Quantitative, qualitative, historical, and philosophical research in art education, including explorations of theory and practice in the areas of art production, art criticism, aesthetics, art history, human development, curriculum and instruction, and assessment.

<http://www.arteducators.org/research/studies>

IJADE

An international forum for the dissemination of ideas, practical developments, and research findings in art and design education.

<http://www.nsead.org/publications/ijade.aspx>



Journal of Artistic Research

JAR

The Journal for Artistic Research (JAR) is an international, online, Open Access and peer-reviewed journal for the identification, publication and dissemination of artistic research and its methodologies, from all arts disciplines. With the aim of displaying practice in a manner that respects artists'

modes of presentation, JAR abandons the traditional journal article format and offers its contributors a dynamic online canvas where text can be woven together with image, audio and video. These research documents called 'expositions' provide a unique reading experience while

fulfilling the expectations of scholarly dissemination. The Journal is underpinned by the [Research Catalogue \(RC\)](#) a searchable, documentary database of artistic research. Anyone can compose an exposition and add it to the RC using the online editor and suitable expositions can be

submitted to the editorial board for peer-review and publication in JAR. Read more about [submissions](#) or start composing expositions straight away by [registering for an account](#), which is free of charge. JAR is published by the Society for Artistic Research ([SAR](#)). Become a member.

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Abstract

[Editorial](#)

The role of 'process' in artistic research is not necessarily clear. There is a general tendency to believe that a research process starts with a set of questions to which over time answers are given. Two fixtures, a beginning and an end, here bracket a process. Accepting this crude order for the moment, it seems that a publication in JAR must be associated with the later stages of this process –

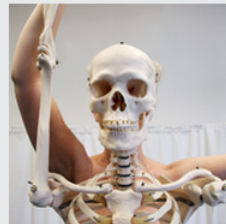
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Jan Schacher, Cathy van Eck, Trond Lossius, Kirsten Reese
sonozones

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Kaisu Koski
Anatomical Self-Portraits as Fieldwork: Observations, Improvisations, and Elicitations in the Medical School

[Abstract](#)

[Reviewer Comments](#)

RESEARCH CATALOGUE

The Research Catalogue (RC) is a searchable, documentary database of artistic research work and its exposition. The RC is an inclusive, open-ended, bottom-up research tool that supports the journal's academic contributions.

Enter the RC

